

## Jesse S Bobo Elementary

495 Powell Mill Road  
Spartanburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	448 Students	
<b>Principal</b>	Patrick Suber	864-576-2085
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Michael Crook	864-576-4212

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

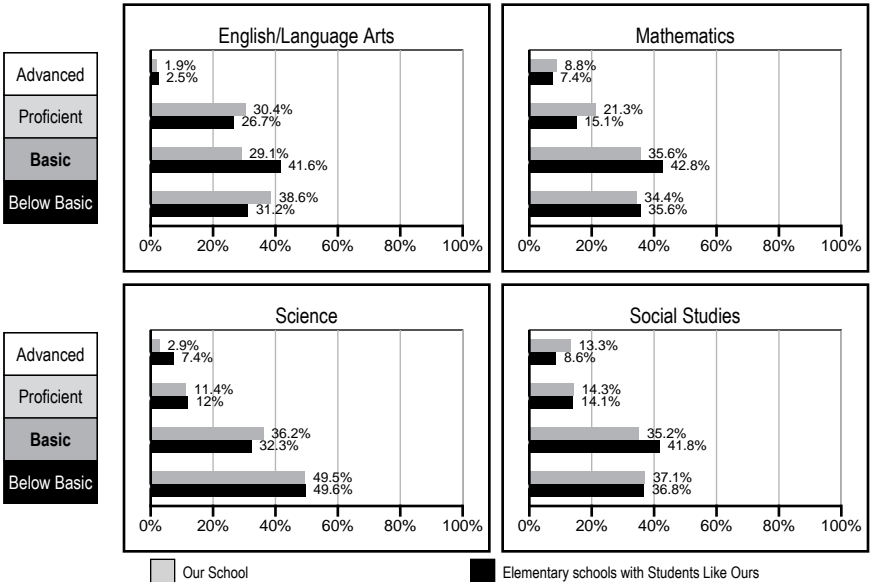
93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	66	33

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=448)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.6%	2.9%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	7.4%	Up from 7.2%	5.4%	10.4%
With disabilities other than speech	12.1%	Up from 10.6%	8.3%	7.5%
Older than usual for grade	0.9%	Down from 1.1%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	59.4%	No Change	54.2%	56.7%
Continuing contract teachers	65.6%	Down from 90.6%	71.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Down from 85.9%	84.1%	86.4%
Teacher attendance rate	94.5%	Down from 95.2%	94.9%	94.9%
Average teacher salary	\$45,936	Up 5.6%	\$44,155	\$45,345
Professional development days/teacher	6.0 days	Up from 5.9 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	16.8 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 91.1%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,082	Up 5.7%	\$7,832	\$7,052
Percent of expenditures for instruction*	74.1%	Up from 71.0%	69.0%	69.1%
Percent of expenditures for teacher salaries*	69.8%	Up from 67.6%	62.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The cornerstone of Jesse S. Bobo Elementary School's educational philosophy is the belief that all children can learn and achieve with high expectations set for each child.

Our motto, "Where Every Child is a Star," illustrates our commitment to addressing each and every child's needs, and it is the backbone of the school wide theme Bobo Bears Reaching for the Stars through Respectful, Responsible, and Productive behavior. Jesse S. Bobo Elementary School enjoys a supportive community of parents, extended family members, staff, and business partners. Many programs, such as an extended day program of the Boys and Girls club of Spartanburg, Family Math and Science Night, author's visits, and Adopt-A-Bear, are among the many superb initiatives by the Bobo Family.

The continued use of the Measures of Academic Progress (MAP) assessments provided an additional tool to measure student progress for students in grades two through five. The results from MAP gave teachers and parents detailed information to determine each child's strengths and weaknesses in reading, language and math. Analyzing these immediate results allowed us to make instructional changes in order to benefit each individual student as soon as possible.

Patrick Suber  
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	56	18
Percent satisfied with learning environment	60.0%	83.9%	94.4%
Percent satisfied with social and physical environment	67.6%	85.7%	83.3%
Percent satisfied with school-home relations	44.1%	78.6%	94.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.8%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	176	100	38.4	29.6	30.2	1.9	42.1	49	48.2	No	Yes
Gender											
Male	84	100	50.6	27.3	19.5	2.6	32.5	41.9	41.7	N/A	N/A
Female	92	100	26.8	31.7	40.2	1.2	51.2	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	48	100	32.6	18.6	46.5	2.3	53.5	59.8	60	Yes	Yes
African American	100	100	43.5	29.3	27.2	0	35.9	34	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	20	100	27.8	55.6	11.1	5.6	50	33.6	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	43	100	70.7	22	7.3	0	12.2	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	27.8	61.1	5.6	5.6	50	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	148	100	43.2	28.8	25.8	2.3	37.1	33.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	176	100	34	35.8	21.4	8.8	45.9	50.5	45.8	No	Yes
Gender											
Male	84	100	45.5	27.3	14.3	13	40.3	50.8	45.6	N/A	N/A
Female	92	100	23.2	43.9	28	4.9	51.2	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	48	100	30.2	30.2	27.9	11.6	58.1	61.7	59	Yes	Yes
African American	100	100	39.1	33.7	20.7	6.5	39.1	32.8	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	20	100	22.2	55.6	16.7	5.6	55.6	36.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	43	100	73.2	19.5	2.4	4.9	12.2	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	22.2	55.6	16.7	5.6	44.4	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	148	100	38.6	35.6	17.4	8.3	40.9	36.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	115	100	49	36.5	11.5	2.9	14.4	36.5	35.7	95.9	96.5
Gender											
Male	53	100	52.1	35.4	10.4	2.1	12.5	39.1	37.4	95.9	96.4
Female	62	100	46.4	37.5	12.5	3.6	16.1	33.7	33.8	96	96.5
Racial/Ethnic Group											
White	35	100	45.2	25.8	22.6	6.5	29	48.1	49.2	94.6	96.2
African American	63	100	50.8	40.7	6.8	1.7	8.5	17.9	17	96.5	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	95.1	97.3
Hispanic	12	100	50	50	0	0	0	22.6	24.9	96.2	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	99.4	95.8
Disability Status											
Disabled	29	100	77.8	14.8	3.7	3.7	7.4	9.2	14	95.2	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	11	100	33.3	66.7	0	0	0	19.1	24.4	96.1	96.5
Socio-Economic Status											
Subsidized meals	97	100	54	34.5	10.3	1.1	11.5	21.9	21.1	95.8	96

Social Studies											
All Students	113	100	37.1	35.2	14.3	13.3	27.6	36.9	34	95.9	96.5
Gender											
Male	55	100	50	23.1	15.4	11.5	26.9	40.5	36.6	95.9	96.4
Female	58	100	24.5	47.2	13.2	15.1	28.3	33.2	31.3	96	96.5
Racial/Ethnic Group											
White	27	100	24	44	12	20	32	45.9	44.5	94.6	96.2
African American	67	100	48.4	22.6	14.5	14.5	29	23.8	19.1	96.5	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	95.1	97.3
Hispanic	15	100	20	66.7	13.3	0	13.3	22.5	27.5	96.2	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	99.4	95.8
Disability Status											
Disabled	28	100	81.5	18.5	0	0	0	11.4	14.4	95.2	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	15	100	26.7	53.3	20	0	20	17	27.3	96.1	96.5
Socio-Economic Status											
Subsidized meals	96	100	43.2	33	13.6	10.2	23.9	22.9	21	95.8	96

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	57	100	19.6	45.7	32.6	2.2	34.8
	4	60	100	30	50	14	6	20
	5	62	96.8	31.4	51	17.6	0	17.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	20	27.3	47.3	5.5	52.7
	4	52	100	40	30	30	0	30
	5	64	100	55.6	31.5	13	0	13
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	57	100	26.1	47.8	10.9	15.2	26.1
	4	60	100	28	48	14	10	24
	5	62	96.8	21.6	49	23.5	5.9	29.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	20	34.5	27.3	18.2	45.5
	4	52	100	32	38	26	4	30
	5	64	100	50	35.2	11.1	3.7	14.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	29	100	66.7	29.2	0	4.2	4.2
	4	60	100	54	28	14	4	18
	5	32	100	42.3	50	0	7.7	7.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	31	34.5	31	3.4	34.5
	4	52	100	52	42	4	2	6
	5	31	100	64	28	4	4	8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	52.2	34.8	4.3	8.7	13
	4	60	100	32	50	18	0	18
	5	33	93.9	54.2	29.2	12.5	4.2	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	19.2	46.2	11.5	23.1	34.6
	4	52	100	36	40	20	4	24
	5	33	100	55.2	17.2	6.9	20.7	27.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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